

SKRIPSI



**THE READING COMPREHENSION OF THE ELEVENTH
GRADE STUDENTS OF SMK ISLAM AL-HIKMAH MAYONG
JEPARA IN 2015/2016 ACADEMIC YEAR TAUGHT BY
USING DIRECTED READING ACTIVITY (DRA)**

**BY
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program in English Education**

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MURIA KUDUS UNIVERSITY
2016**

MOTTO AND DEDICATION

MOTTO

- ❖ *If you can dream about it, you can do it.*
- ❖ *Always put your best efforts and don't think more.*
- ❖ *Allah loves someone who never hopeless.*

DEDICATION

The writer dedication this Skripsi to:

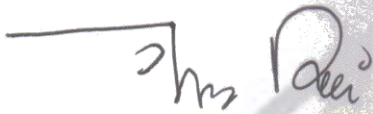
1. Her beloved Parents Mr. Suwarso & Mrs. Fatimatu Zumaroh who always pray and support her.
2. Her sisters (Desi Dwi Rahayu & Diah Tri Hadzayani) who always supports her.
3. Her beloved Friends (Roni, Yuyun, Ama, Farida, Yani, Zahro, Inka, Noor Rohmah, Fita, Lola & Ike) who always give her support and motivation to her.
4. Her lecturers and people surround her where always teach her about a life.

ADVISORS' APPROVAL

This is to certify that the *skripsi* of Nila Aries Sandy (NIM 201132046) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, January 2016

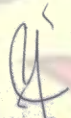
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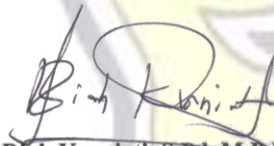
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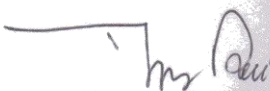
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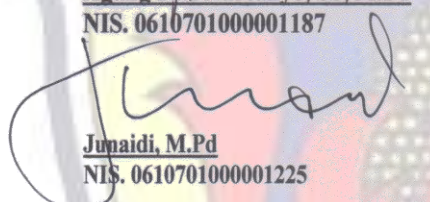
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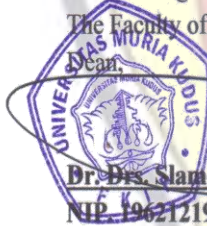

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Finally, the writer hopes that this skripsi will be useful especially for those who are in the field of education.

Kudus, January 2016

Nila Aries Sandy

ABSTRACT

Sandy, Nila Aries. 2016. *The Reading Comprehension of the Eleventh Grade Students of SMK Islam Al-Hikmah Mayong Jepara in 2015/2016 Academic Year Taught by Using Directed Reading Activity (DRA)*. Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Drs. Suprihadi, M.Pd (2) Nuraeningsih, S.Pd, M.Pd

Keywords: *Reading Comprehension, Directed Reading Activity.*

Reading comprehension means comprehending what has been read. However, in fact the vocabulary of students of eleventh grade students of SMK Islam Al-Hikmah Mayong Jepara is still low, so they do not comprehend the text. To solve the problem the writer gave them new strategy that is Directed Reading Activity (DRA) strategy to teach reading comprehension of the eleventh grade students of SMK Islam Al-Hikmah Mayong Jepara. Directed Reading Activity is a strategy that is used by the teacher as comprehensive in teaching reading with systematic strategy to reach comprehension. By using Directed Reading Activity the students can enrich the students' vocabulary, so they would easily to comprehend the text.

The objective of the research is to find out whether there is any significant difference between the reading comprehension of the eleventh grade students of SMK Islam Al-Hikmah Mayong Jepara in 2015/2016 academic year before and after being taught by using Directed Reading Activity (DRA).

The subjects of the research were XI AV-1 of the eleventh grade students of SMK Islam Al-Hikmah Mayong Jepara in 2015/2016 academic year with the number of students 30 from the population 640. In choosing the sample of the research, the sample used cluster random sampling. The design of the research was quasi experimental research.

The result showed that the reading comprehension of the eleventh grade students of SMK Islam Al-Hikmah Mayong Jepara in 2015/2016 academic year before being taught by using Directed Reading Activity (DRA) was categorized sufficient. The score of mean is 59.6 and standard deviation is 16.653. Meanwhile, the reading comprehension of the eleventh grade students of SMK Islam Al-Hikmah Mayong Jepara in 2015/2016 academic year after being taught by using Directed Reading Activity (DRA) was categorized good. The score of mean is 79.76 and standard deviation is 7.155, the calculation of t-test gets result 9.5 and the level of significant is 0.05 and the degree of freedom (df) 29 which is gained NI-1 t-table is 2.045. It is concluded that there is a significant difference between the reading comprehension of the eleventh grade students of SMK Islam Al-Hikmah Mayong Jepara in 2015/2016 academic year before and after being taught by using Directed Reading Activity (DRA).

The conclusion of the research shows that there is a significant difference between the reading comprehension of the eleventh grade students of SMK Islam Mayong Jepara in 2015/2016 academic year before and after being taught by using Directed Reading Activity (DRA). Because the use of Directed Reading Activity (DRA) in teaching reading narrative text shows good result, so the writer suggests to the English teacher of senior high school to use Directed Reading Activity (DRA) as one of strategy to teach reading comprehension.



ABSTRAK

Sandy, Nila Aries. 2015. *Pemahaman Membaca pada Siswa-Siswi Kelas Sebelas SMK Islam Al-Hikmah Mayong Jepara Tahun Ajaran 2015/2016 Diajar dengan Menggunakan Directed Reading Activity (DRA)*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Drs. Supriyadi, M.Pd (2) Nuraeningsih, S.Pd, M.Pd.

Keywords: *Pemahaman Membaca, Directed Reading Activity.*

Membaca berarti paham dengan apa yang telah dibaca. Namun, dalam kenyataannya kosa kata siswa-siswa dari kelas sebelas SMK Islam Al-Hikmah Mayong Jepara masih kurang, jadi mereka kurang memahami yang ada dalam teks. Untuk untuk memecahkan masalah tersebut, penulis memberikan sebuah strategi baru yaitu Directed Reading Activity (DRA) untuk mengajar pemahaman membaca dari kelas sebelas SMK Islam Al-Hikmah Mayong Jepara. Directed Reading Activity (DRA) merupakan salah satu strategi yang dapat digunakan guru dalam mengajar membaca dengan strategi yang sistematis untuk mencapai pemahaman. Dengan menggunakan Directed Reading Activity siswa-siswa dapat memperkaya kosa kata siswa-siswa, jadi mereka akan lebih mudah untuk paham dengan teks tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara prestasi dalam kemampuan membaca teks siswa kelas sebelas SMK Islam Al-Hikmah Mayong Jepara pada 2015/2016 tahun ajaran sebelum dan sesudah diajarkan menggunakan Directed Reading Activity (DRA).

Subyek penelitian adalah kelas XI AV 1 dari siswa kelas XI SMK Islam Al-Hikmah Mayong Jepara tahun ajaran 2015/2016 dengan jumlah siswa 30 dari 640 siswa keseluruhan. Dalam memilih sampel penelitian, sampelnya menggunakan cluster random sampling. Desain dari penelitian ini adalah quasi eksperimen.

Hasil penelitian menunjukkan bahwa kemampuan membaca siswa kelas XI SMK Islam Al-Hikmah Mayong Jepara tahun ajaran 2015/2016 sebelum diajarkan menggunakan Directed Reading Activity (DRA) dikatakan cukup. Nilai mean 59,6 dan standar deviasi 16,653. Sementara itu, kemampuan membaca siswa kelas XI SMK Islam Al-Hikmah Mayong Jepara tahun ajaran 2015/2016 sesudah diajar menggunakan Directed Reading Activity (DRA) tergolong baik. Nilai mean 79,76 dan standar deviasi 7,155. Perhitungan hasil t-test mendapatkan 9,5 dan tingkat signifikan 0,05 dan df 29 yang dipengaruhi dari N-1, t-table adalah 2,045. Hal ini dapat disimpulkan bahwa ada perbedaan yang signifikan antara prestasi dalam kemampuan membaca teks siswa kelas XI SMK Islam Al-Hikmah Mayong Jepara tahun ajaran 2015/2016 sebelum dan sesudah diajarkan menggunakan Directed Reading Activity (DRA).

Kemampuan dari penelitian ini menunjukkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa kelas sebelas SMK Islam Al-Hikmah Mayong Jepara 2015/2016 tahun ajaran sebelum dan sesudah diajar dengan menggunakan Directed Reading Activity (DRA). Dikarenakan penggunaan strategi Directed Reading Activity (DRA) dalam pengajaran membaca teks naratif menunjukkan hasil yang bagus, penulis menyarankan kepada guru-guru Bahasa Inggris SMA untuk menggunakan strategi ini dalam melatih pemahaman membaca.



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